

NORMAL

GAZETTE.

"FIAT

"LUX."

VOL. II.

CARBONDALE, ILL., FEBRUARY, 1889.

NO. 2.

Our Mail Bag.

Miss Kate Kennedy, an old student, was married to Mr. U. S. G. Kuhn, at Omaha, Neb., on the 20th ult. We extend congratulations.

Dr. W. R. Fringer writes: "Please change my address on your subscription list so as to send my GAZETTE to Pana, Ill., in the future." But not a word of explanation. What can he be doing?

W. F. Hughes is teaching at Graceville, Minn., as principal of the schools of that place. He has had such excellent success that the school board has offered him the same position for the next year at double the salary.

Belle Kinamel, class of '83, finished her school at Monticello, Cal., on the 23d of November and is now visiting Calistoga, a health resort in Napa Valley. She will begin her next term of four months the first of March.

Mr. L. E. Harris is prospering nicely as principal of the Yates City schools. He will be remembered as one of the old "Co. B." boys under Capt. G. V. Buchanan. He is thinking of giving his boys some military drill, and writes for a copy of tactics.

W. Jay Ennison, class of '82, is making a success of the law business, and hangs out his shingle at 520 First National Bank Building, Chicago. Mr. E. comes up with some very substantial aid for the alumni committee of the Dr. Allyn portrait.

C. A. Taylor is teaching a very successful school at Ingram Hill with an enrollment of about 50. He expects to return to the Normal next year. He sends quite a number of notes about old S. I. N. U. students, which we publish in another column.

Libbie Krysher left Egypt in July for Rochester, Minn., where she spent the remainder of the summer and fall most pleasantly with her sister, Mrs. Ella R. Pope. Libbie is spending the winter in Chicago, attending the Art Institute; but expects to be in school again next year.

Miss Kate M. Grove is pleasantly situated as assistant teacher in the Kinmundy schools. Her many friends at the S. I. N. U. will not soon forget her pleasant manner and winning ways. She, like others, comes to Miss Buck when she is troubled with a knotty sentence.

Jennie Crosno is teaching her third term at Fitzgerald, Ill. She has a very interesting school and is having a very successful term. She speaks of the help that the S. I. N. U. has been to her, and she credits the fact that she is getting more than the average Jefferson county teacher to her school-days here. She closes with best wishes for the Socratic society.

Maggie J. McLaughlin is teaching with the best of success near Vandalia, Ill. After leaving this institution last year she taught a spring school in Marion county, and in September began her school in Fayette county. She expects to teach in the same place during the summer.

Miss Blanche Keeuey, formerly of Perry, Mich., and a student of our Normal in 1885-6, now resides in Hermosa, a suburb of Chicago. We understand she was cashier, during the summer, for a large wholesale fruit house on Lake street. We hope she will return to the University again.

May Cleland writes from the extreme northern part of the State and encloses ten dollars for herself and her sister Clara, to be placed with the donations to the portrait fund. Her letter has quite a homesick ring about it as she expresses her desire to be in Carbondale next commencement; but says "I'll be there some day, I hope." Since her graduation in '87, Miss Cleland has proven herself a very acceptable teacher in the Cook county schools.

A. H. Fulton, class of '86, dates his letter at Aqua Caliente, Arizona, Ty., where he has gone with the hope of improving his health. He is at present with a party who are leading a ditch from the Gila river onto their farming lands, for the purpose of irrigation. He has much to say of the S. I. N. U. and his school days. He says he gets to see Ed. Storment, Frank Whan and John Simer every few days. Mr. Fulton is much interested about Dr. Allyn's portrait and sends along five dollars to aid the project.

ABOUT OUR UNIVERSITY AND ITS INFLUENCE.

We think it not inappropriate at the present time, for the better information of our readers and the public, to recount a few items in the history of our Southern Illinois (State) Normal University. The present large prosperity and high reputation of it as a school for teachers are so in contrast with its early struggles and its almost unprecedented misfortunes, that this seems appropriate and even necessary.

Its origin dates back to the early days of 1868, and is chiefly due to the thought and enterprise of the county institutes, and to the foresight of the people of Carbondale and its vicinity. We do not take time to mention these. The General Assembly which met in 1869 passed a bill appropriating \$75,000 to erect a building for a normal school, to be located where the people of a neighborhood would make the largest donation. After much discussion and considerable opposition, both of tongue and law, of newspaper squibs and attorneys' arguments, Carbondale secured the prize as she believed it to be, and while nobody doubts that it is a prize, it has proved a very costly one in cash. She has, however, no sigh of penitence or regret, but accepts the situation.

The City of Carbondale itself has paid at different times not less than \$128,000, and has still a debt of \$40,000 which her honor is pledged to pay. The citizens of this city as individuals paid, at the beginning of the work and after the fire, not less than \$20,000 more. The State, as has been said, at first gave \$75,000, and added \$30,000, and at last \$80,000 to finish the original building, which was considered the best of its kind then in the country, and was indeed admirably adapted to the purposes of a normal school.

An unfortunate fire totally destroyed this noble building, on the afternoon of November 26, 1883, together with its large and rapidly growing museum, and damaged to a large extent its excellent furniture. The public spirited citizens of Carbondale at once rallied and in thirty days built, at a cost of fully \$6,000, comfortable quarters comprising seventeen good rooms, in which the school continued to grow from day to day till the General Assembly voted to rebuild. During these thirty days the school occupied rooms in the city, so that not a whole day's work was lost. In 1885 an appropriation of \$158,000 was made to rebuild, and to the surprise of many the trustees were able, by good management, by securing a good architect, a competent superintendent and skillful contractors, to erect an edifice much better than the one burned and to leave a small balance in the treasury of the State.

A question may be appropriately asked here if the University has been worth to the State an equivalent of all this cost. A few words only are needed to make this very clear. In the first place let it be remembered that a fair education is counted as doubling the worth of a man and his earnings to himself and to the community in which he lives. And we have found it to be a fact that school directors of this section of the State are willing to pay on an average about \$5, and frequently more, per month for teachers only moderately trained in our school, than for those who have had no such training.

Now, there have been during the fourteen years which have elapsed since the school was opened, enrolled in all our departments 3,409 young men and women. About 175 of these have, from one cause or another, remained a time so short as to profit them little, except perhaps to give them a slight notion of the value of an education. There are now 470 in the school. Let the sum of these two classes, and say another 250, be deducted from the total attendance, and we have left a trifl over 2,500 who have obtained a reasonably fair training in our University. If we reckon that an education adds only \$500 to the value of a man or a woman the State has gained fully a million and a quarter of dollars by what it has expended since the spring of 1869, when work began on the first building. And that sum all told will not exceed \$750,000.

But look at the profit to the State of the better teachers in her public schools which the University has educated and sent to work in all departments of life

and business. It has graduated 145 persons, all of whom except eleven have taught in the schools of this State for periods of from five months to twelve years, although thirteen of these graduates paid tuition in full, and were really under no obligation to teach at all. Then we can count up over 2,300 who did not graduate who have taught from four months to ten years since they were in this school. As many as seven have been chosen or appointed county superintendents and have done the State excellent service in that important office. A calculation carefully made two years ago showed that the average time of a student attending the University is not far from thirty-one and a half weeks, while the time of teaching is a little over forty-four weeks. Assuming such an estimate to be substantially correct up to the present date and it will be seen that the number of weeks actually taught in the public schools by persons educated in our University is considerably larger than the weeks of attendance. But if the doors of the school should be closed to-day, the students already trained would go on and more than double their record of teaching in the schools of the State, and all that should be credited to the University.

Let it also be remembered that a number—amounting to a full quarter of all who have entered—have paid their tuition bills and so far have laid themselves under no obligation to teach at all. Besides, the Principal of the University has testimonials by the hundred, almost by the thousand, saying how largely certain particular schools have been improved under the charge of teachers educated at the Southern Normal. Some of these letters affirm that those who taught the school for a term before going to the Normal and again after attending, had improved so as to be worth double in the latter period. These testimonials have been frequent and they are very encouraging and inspiring, for in our work we have had often occasion to hear some severe and, as we think, very ungenerous and unjust criticisms.

The students who have entered the University have come from eighty-three of the 102 counties of the State, and eleven of the other States of the Union. And those who have gone from us to teach seem to have gone into eighty-seven of the counties and fifteen of the other States and four of the Territories. Very few of these have been idle and less have been vicious while the great body—almost the whole in fact—have been temperate, honorable, virtuous and useful, an honor to the University which has educated them, and to the State which has furnished such admirable advantages for discipline. The number of counties of our own State now represented in the University is forty-three, and five other States have students. Not less than 355 of our students are the present winter engaged in teaching in the public schools of our State.

It may be added to show still more clearly that the funds given to the University have been profitably used that with a total of appropriations, during fourteen years of about \$5,000, we have accumulated a library of 8,564 volumes and 2,084 pamphlets. With a total of less than \$2,500, we have now in our cases nearly or quite 10,000 specimens of great value in the work of a Normal school.

Contributed.

METHODS—SENSIBLE AND OTHERWISE.

ROBERT ALLYN, LL.D.; READ AT A FACULTY MEETING.

The Greeks—to judge by their language—were a very polite or polished people. They said of one man, "he is wise" and of another, "he is opposite, that he is otherwise, or somewhat. And this "Tis Sophos" certainwise, is an inoffensive way of saying that he is as to wisdom a minus quantity. They were too polite to say a fool. Again, when they would show a man utterly unable to care for the most common affairs of life, overeducated and otherwise above attention to everyday affairs, they call him "school bred." Scholasticos, or perhaps it might be translated, "graduate," one who has stepped out from or forward of other men, perhaps. While the world was moving he was studying, and merely stepped back; at any rate he has graduated or stepped forward. I would, in discussing methods of teaching, try to do the same thing and characterize certain methods as "sensible," others as "other-sensible." Allow me to define and illustrate. Sensible was originally used to indicate that which has the power or more properly the capability of knowing. For instance a man is a sensible person when he is able to sense or know things as they are, or as they are known by other people. This is the active side of the meaning of the word and it can not apply to an inanimate thing or theory. There must be a living soul somewhere about the point noticed, in order that it may take in the situation and have a power of thinking, knowing or seeing. A theory or method can not in this connection be called sensible because it can not know. It is without knowledge or ability to gain knowledge.

But there are points of view from which a thing may be called sensible, that is when it is readily understood and commends itself to the knowledge of the majority of mankind. We then say a theory is sensible because in a passive way it compresses in it the largest part of the good sense of all mankind. This is by no means a use of words, or rather a formation of words, according to true philosophy. In fact, our English words, and it is the same in the Latin and Greek, were never made after careful study. They are in their etymologies as illogical as Topsy. They were never made; they grew. Accident probably started them, and the tongue repeated them with variations. Then when writing came into existence, one ear heard one sound and spelled it with one set of letters. Another ear heard the same sound but repeated it by another combination of letters. And soon the variations are many and serious. It was very likely the same in regard to their meaning. One can suppose them to mean a different thing altogether from what seems to strike another one. So we find reliable meaning capable of being relied or rested upon; while it ought to mean capable of relying or resting on; we might say that it is the same with sensible. But in this latter word we have under one form two distinct meanings, one active and the other passive. We ought to have made the word for the passive meaning perhaps, sensible, able to be known or understood or to commend itself to the knowing faculty of mankind, and the active form shall be sensible—capable of knowing. And when we come to describe the man we might say of him sensible and the

opposite would very properly be senseless. We have neither the ingenuity nor the patience to study and invent words for our use and so we use different ones for the same thing and, on the contrary, often the same word for different things.

The same thing occurs in naming our towns, rivers and states and even nations. We could not name our nation at its birth, and there is, in all probability, considerable truth in the suggestion that our civil war largely grew out of this very neglect. We called ourselves indeed the people, but still of the United States, spelling the people with a small letter and the states with a capital one and forgetting altogether that United was just as large and should be dignified with the same beginning. And we fought each other with a bitter fierceness and perseverance never before witnessed on the planet, for full four years because of the unfortunate inability to invent a name for ourselves. Diogenes used his tub for all purposes—eating, sleeping and washing, so we use a word for all purposes, and where we can not make it legitimately do duty for more, we put it into a figurative style and make it all that the poet's eye glancing from earth to heaven and from heaven to earth, sees. A boy has nothing that is not "hulky" or "nasty," and a girl "splendid" or "awful," though sometimes the boy's first word and the girl's last one are used for the very bad and the very good.

Had we called ourselves Atlantis or Appalachia, as Washington Irving suggested, or even New York, or N.E. England, or Virginia, it is not improbable that the war would never have occurred. And when we have built towns by the thousand we call them cities, and after awhile Rome and Carthage, Utica, Syracuse, Homer, Virgil, Caesar, Sempronius, Cato, Washington, Decatur, Adams, Jefferson and Franklin—and repeat these until the postoffice directory has more than one hundred Washingtons, seventy-five Franklins and fifty Jeffersons of all sorts—counties, cities, towns, banks, schools and what-nots. No wonder Mr. Wendell Phillips said there is no originally whatever; each generation goes on doing exactly what every preceding generation has done with the greatest apparent satisfaction. Do we not prove our kinship to human nature by any way, and help to wear the beaten track a little more distinct and to make the rut a little deeper and harder, and therefore the more easy to travel in?

You say this writing is not about methods. Yes it is, method of names, and that for a teacher is a matter of prime importance in all his work.

Let us, however, come back from this historic etymology, and ask what is a wise method in teaching? In general and briefly it may be asserted to be such a beginning, continuing and ending as is accordant to the dictates of reason. It is a procedure in the way of nature, the taking up the next past, the simple, the observed or sense-known, then that which is adjacent to us, that which is made from the simple, and finally the remote and that which may be inferred from all.

To repeat in another form. We should begin with what the child knows already or is compelled by his environment to learn. This, of course, lies close at hand and if it has not been gained by any usual investigation or observation self-directed, it ought to have been so studied as to have become a matter of actual sense-knowledge, taken up by the senses, tried, experienced, tested by some tangible or

actual impressions. An example may be given: a brook on the hillside or through the meadow or if the locality is on a prairie, a brook or run made by a summer shower, becomes a guide to the knowledge of a river. A pond by the roadside is observed and becomes the suggestion of a lake, and a bay, a sea and an ocean are easily understood. So a hill and small bluffs or cliffs, being seen and known, the image of a mountain rises in the mind. It is very probable that a fair idea of the ocean or a range of mountains can never be gained without the sight of them. The notion of the vast extent of the ridges and peaks of the one, and the waves and rage of the other are too impense and unique in themselves to be even properly imagined without the sight of them. Indeed the reproductive and even the constructive, and as a consequence the presentative faculties, can not operate till they have the materials originally supplied by the senses. All knowledge begins in the sense, and from sense we proceed to the intellect, or judgment, and at last to the reason and imagination and, highest of all, to the moral, the wise, the unselfish the altruistic.

I propose to examine our science and to test our common text books of the schools by these briefly stated but I believe universally acknowledged principles of the simplest sense. Take geography—a science to which, if to anything, such principles can be applied. For the child is born on the earth and in his first steps begins the exploration of it. He can not go around the room, from one room to another, nor out of doors to the barn or stable or a neighbor's house without taking a practical lesson in this most useful and most fascinating of all the sciences. I know no study that affords more attractions, that yields more information, or that possesses more pleasure and genuine profit than this. And yet how do our books assist our teaching it? And how blindly do our teachers follow the books! Let this be an example: I open the first of six books of geography picked out at random from among the many in our library and this is where they begin. From geographies for the little ones to the largest, geography is first defined: "A description of the surface of the earth, of the countries into which it is divided, and of the people that inhabit it; the earth may be divided into three different relations: (1.) In its relations to the solar system, (there is nearness, simplicity, and tangibility for you); (2.) In its relation to nature (whatever that may be for little child); (3.) In its relation to man. Hence arise three divisions of geography—mathematical geography, physical geography and political geography." Then follow definitions of these three divisions, and illustrations. The second book gives the same definition without attempt at completeness, and then proceeds to state and prove that "the earth is a ball, a globe or a sphere." The third says "geography is the science of the earth," and then proceeds, as I began this essay, to give a lesson in etymology from the Greek—a nice easy thing for the little ones, of course—Greek being an easy language, therefore especially adapted to young minds! It makes the same third division as the first book noted and then immediately explains the solar system, giving the names of all the planets, the eight major ones, and ends this with some wisdom about comets, orbits, distances and runs into numbers up to 2,850,000,000 of miles, logical and philosophical of course!

The fourth says, "geography is a description of the earth's surface," and defines "sphere," "diameter," "circumference," and gives about fifty sets of figures and then goes for meridians, small circles and great, prime meridians, zones, mariner's compass, etc. etc. The fifth one starts with defining a planet and 273 other things among which are Buddhism, Mohammedanism, the ecliptic, a plateau and a canal. The sixth begins, "geography is a description of the earth on which we live. As a science it relates chiefly to the present surface of the earth." Then we have before long, magnetism, sun spots, Uranus, Neptune, planets, planetoids and meteoric bodies and 210 definitions of things abstract and metaphorical beyond even the scope of Humboldt's mind. Now all this is for children under fourteen years of age and at the threshold of a science, which with its wonderful stories such as Othello told in the hearing of the maiden Desdemona, "Wherein of antres vast and deserts wild, Rough quarries, rocks, hills whose heads touch heaven,

It was my hint to speak, such wastle process. And of the cannibals that each other eat. The Anthropophagi, and men whose heads Do grow beneath their shoulders. Trusting To hear what, Desdemona seriously inclines."

And so will children everywhere. But pray tell me what woman or man before his soul has grown "dry as summer dust" can have any relish for such nonsense as this. I have quoted from the school geographies which the book agents and the school board introduce. Remember we start our children here. We ask them before they know anything accurately of their own neighborhood to learn all about the universe in general. One geography, called "Physical Geography" begins with the Nebular Theory. The Bible begins with Chaos, but it leaves it at once to tell about a particular Adam and a special Eve and an individual Enoch, a very naughty Cain and a very good Abel. Its author understood at least that live men and no less live children are only interested in specific persons. Schoolma'am I suppose are interested in this sort of dry dust literature and they probably would thrive by it. But juicy children that good womanly women kiss every time they can get hold of them, and want "to eat" as they say they do, cannot be made to like it, even by flogging. And I like them all the better for it. Now these geographies cover fifty quarto pages or near that number before they touch a line concerning anything which the children or practical men care or ought to care for.

How should geography be studied? By taking what knowledge the child now has—the knowledge of his own locality and making that the base of his warfare to conquer the earth. But we must begin at the beginning of the book, must we not? By no means. When a science is to be written and reviewed, to be finished and stored away for remembrance, it may need to be dried—squeezed so that the juice is all taken out; desiccated—and hard-pressed, packed away, compressed and labelled, so as to occupy the least possible space. But not so when it is to be learned by one ignorant and without a love for it, or a thought of its importance. Not that I would convey the idea that children are to be beguiled into learning, but that they should by all means not be discouraged. And so they should begin at home. They can take the book and begin in the middle and go both ways if need be. An Illinois child might begin with Illinois and he could be taught all that the book says of Illinois and its adjoining states, especially of its cities, railways, modes of travel, and he would love it

all. What did a child see in a city? What is a city? would come in finally. Let him know all about a steamboat and a railway coach—a line of travel. What do we send to the city? To the mill? What do we bring from thence? What event took place close at home? In this city? On that river? What are the birds at home? The animals? The plants? What do farmers raise? What do carpenters make? Where do they get their materials? lumber? nails? bricks? paints? A thousand practical questions may be put in here. For an example let children be asked what did you have on your table for breakfast? What is the table made of? the cloth? the plates? the knives and forks? the spoons? Where did the sugar grow? the wheat for the bread? the coffee? the pepper? What of the salt? Every one of these points relates to geography, and no one knows much about that science till he can locate all these products and all the routes by which they came to their present locality.

I would say begin in the home place of the book every time, and read travels and stories about animals, plants, men, products, mines, minerals, caves, geyseres, grottos, rivers, birds, fishes and what not till the child knows something about the world and its inhabitants and productions. Then come in the climates, zones, and motions of the earth in space. But before this he will want to know how to find places on the map. When he wants this knowledge, or has been made to see that he needs it, then is the time to teach longitude and latitude, and the equator and the poles, and not before. We make a great mistake as teachers when we take it for granted that the children want every sort of knowledge, and are prepared for any thing and in any order. To be sure they ought to learn all knowledge, and there is a natural order in the development of their faculties—sense-knowledge first, and this is taken up very inaccurately and slowly at first. How slowly and inaccurately the sense-perception of form is developed is to be seen in the early attempts of children to write, and how hard it is to teach writing to little ones every teacher knows. This is because the idea of form, or figure, or shape is a hard one to acquire. Hence geographical or map drawing is not the first thing to be attended to; and yet in one of the geographies map drawing, and that of North America, is among the first things insisted on. And the more thoroughly the lesson is learned in these inverted geographies which take the apex of the great pyramid of knowledge for a base and try to build upon it; the more thoroughly this is learned the worse it is. The more fairly these long and philosophical definitions which aim at completeness are stored in the memory, the more completely, in my opinion, will the teacher succeed in making a dunces of the child. And it seems to me that the geography is the worst taught, and least known, and most useless study in the curriculum. And yet any live teacher can take any of the geographies and begin as I have indicated and make it as fascinating as the reading of a novel.

Then the improvement that may be in the description of countries and cities, as of Athens of old, Rome and its capitol, Venice and its islands, the volcano of Etna, or Vesuvius, or Hecla, and the wonderful aurora borealis. The story of Venice is, I think, more romantic than a novel, and yet what teacher knows any more than that it is built on an immense number of islands in the Adriatic sea, and is a city in the north of Italy. Then the spelling of words, the history of events—celebrated events—in fact all history depends on the geography altogether, and so does geology, and, of course commerce or mercantile business demands it. And especially since the ocean steamer and the telegraph have made the whole world neighbors, every man is bound to every other one by ties of blood and of interest.

COMPENSATIONS.

"There are gains for all our losses" says Mrs. Browning, and, as in mediative mood, I repeated the little poem of which the sentiment quoted above forms the keynote. I thought of the many illustrations of this truth we see about us.

If the sight is lost, how nature tries to make up for the lack of this most important avenue of instruction and pleasure by sharpening the remaining senses, and the touch grows more delicate, the hearing more acute, the memory more retentive.

Is health denied and are pain, languor and enforced seclusion the portion of the invalid, while labor, anxiety and watching fall to those who care for the sufferer? What beauties of character are developed by this discipline. What patience, cheerfulness and forgetfulness of self in the sufferer, what devotion, gentleness and self-sacrifice in those who minister to the loved one, so that the invalid's room often becomes the brightest and cheeriest spot in the home.

The character that lacks force and self assertion may be made attractive by gentleness and trustfulness, while the rugged nature, wanting perhaps refinement and grace has perhaps courage and strength as its endowment.

To him who sacrificed his own pleasure and advantage there comes not always the need of grateful appreciation, but instead, the noblest joy of doing good.

"There is no pang of sacrifice, but opens into sweetest sense.
And somewhere on a peaceful day will find its recompense."

Of the teacher's work, the responsibility involved, the self denial imposed, the labor demanded, are often and feelingly set forth. Has, one, or also its compensation? First we may congratulate ourselves that the teacher is not likely to be ensnared by the deceitfulness of riches; while the members of other professions may be lured from the path of duty by mercenary considerations, the teacher leaves to others the pursuit of wealth, with all its incident temptations, and "thinks on nobler things." Candor might require the admission that the devoted pedagogue may sometimes feel the pressure of poverty, but such considerations belong not to this paper.

The work of the teacher, if faithfully done, is constantly developing and improving his own mind. As he seeks to remove difficulties from the path of the pupil his own ideas become clearer, his stores of knowledge are increased. While the teacher's circumstances, his hours of work, etc., necessarily deprive him to some extent of general society, the best of company is always accessible to him. The educated and cultivated are his friends, nay, more, they are his helpers.

Then, too, the temptations to mutual jealousy and detraction are less, perhaps, in our profession than any other. It can not be denied that there are teachers who seek to build up their own reputation upon the ruins of that of their fellows; these, however, we believe to be but rare exceptions, and the universal condemnation which such a one receives, shows that the world recognizes mutual courtesy, appreciation, and helpfulness as characteristic of the profession. Each member of the brotherhood has his work made easier and his success more assured by the success of every other.

Furthermore the association of the instructor with his pupils is a

source of pleasure, of benefit not to the pupil only, but also to the teacher. The influence of association with young minds, keeps the heart fresh and young. The members of our guild ought not to grow old so fast as other workers.

It is said that he who presides over the school room is likely to grow arbitrary and dictatorial. No doubt there is a real danger here, but is not this to some extent offset by the habits of restraint and self control which such association makes a necessity? There is, too, an opportunity of studying different minds in the little world of which the instructor is the monarch, to these he must adapt himself, these he must learn to control, thus acquiring the knowledge of human nature essential to give him influence in the larger world outside of his school room.

Among the rewards that come to the teacher may be mentioned the appreciation and esteem of the pupil. How pleasant is the relation often existing between these, and how strong the affection that outlasts the relation and deepens as the years go by. If there be in our work much drudgery, we can be patient, looking upon this as means to ends desirable to be attained; if some of these burdens be of doubtful utility, and some, perhaps, entirely unnecessary, we may look forward hopefully, for the present is a time of experiment and advance in our work as in everything else, and what is useless will gradually be done away with. The coming teacher may have fewer examination papers to grade and more time for congenial work. Looking back to the lot of the teachers of the past we are encouraged—we can afford to wait, and from our burdens, many, and some of them grievous to be borne, we turn cheerfully and hopefully to the brighter side of the picture.

Looking at the character of our work, its comparative freedom from temptations to sordid motives, to selfishness and narrowness; considering the inspirations to be found in the material we have to work with, the noble company of laborers to which we belong, the help that is assured to us, the rewards present and prospective, who wonders that the profession is a popular one? Rather we exclaim who would not be a teacher?

THE READING CIRCLE.

PROF. S. M. INGLIS, IN THE COUNTY SCHOOL COUNCIL.

There are four legitimate channels through which we may obtain knowledge: Reading, observation, experience, and contact with the people we meet.

Reading makes a ready man. By means of reading we gather facts of history pertaining to the world in which we live, the movements of peoples, their customs and habits of life, learn of the phenomena occurring, by which men of science spread out before us the facts of creation; the earth and its composition, its relation to other planets, its daily round with its accompanying light and darkness, its annual circling about the sun and its consequent round of seasons. Through the printed page we meet the thought of generations past, of men and women who have spent their lives in collecting the truths that will make us free if we only appropriate them; we learn also to differentiate between the good and the bad, the valuable and the worthless, the obsolete and the present, and with keen discrimination to select those truths and facts of moment to us in our life work.

We might speak at length of the

other sources of useful information: observation, experience, and the people we meet, but time will not permit. However replete with good things, they do not fit in an especial manner serve our present purpose.

We want at this hour to confine our remarks to the State Reading Circle work.

It must certainly be allowed that reading is the most prolific source of all information, of all certain knowledge; because it comes or may be brought within the reach of all who will it so. It suggests all of the other sources named: constitutes the libraries of the world.

The dust of years may hide for a time some of its millions of volumes registering the facts that have accumulated as ages have cycled away; yet the searcher after truth brushes away the dust, unearthing the records, musty, it may be, long since thought obsolete perhaps, and reveals things both new and old—old to the ages past, but new to us even to the tenth, aye, fifteenth generation from those of the age in which they first germinated.

Emerson but repeats the words of a wiser than himself when he says: "There is no new thing under the sun." So that while it may be true that *many* new things are so disclosed to us, we yet shall find some things new to us, though they may have passed into apparent obscurity, to give way to better things.

These old things need to be overhauled that we may utilize the good found, so far as it may be adapted to our present surroundings.

Socrates taught in the groves and streets of Athens, not new things, but the universal ideas of that which was old. He taught not ideas simply, which they had, but were unable to express, but generally truths which they could not derive, or, at least, had not derived through their own endeavor. This method adopted by Socrates is one of the stages of completeness in our system of education to-day.

This sort of knowledge is not new knowledge acquired, not the assimilation of attributes of old facts to new environments; it is rather the generalization of a thought, a power contained within any combination of facts and established as a general truth to ever serve us in our professional career.

There may be good receipts for making bread or plum pudding, or even for compounding patent medicines, but I have never yet found a receipt for the proper education of a child.

The recipe for bread-making proposes certain ingredients: so much flour, water, salt, yeast, and milk or potatoes; any alteration, greater or less in the quantity of any one ingredient spoils the bread. The recipe works capitally in the culinary department; even the novice in the kitchen may make a good loaf of bread if she follows strictly the mechanical process of the cook-book, but the receipt process won't work with any kind of success in the department of mind culture; its instruction is too methodical, too rutty, too old-foggy.

The child has varied and constantly varying environments, and it is the work of the teacher largely, to create these environments, whence the child drinks its sweetest, most invigorating draughts.

(To be continued.)

At a meeting of the class of '92 in Cornell University a resolution was adopted prohibiting the use of wine at the class banquet. The class has 400 members, and only 11 voted against the resolution.

Normal Gazette.

PUBLISHED MONTHLY,
At the Southern Illinois Normal University.
Subscription, price 50 cents a year, in advance.

J. T. GALBRAITH,
EDITOR AND PROPRIETOR,
CARBONDALE, ILLINOIS.

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CALENDAR FOR 1888-9

FALL TERM begins Monday, September 10—
ends Thursday, December 20, 1888.

HOLIDAY RECESS begins December 21, and
ends January 1, 1889.

WINTER TERM begins January 2, 1889, and
closes March 21, 1889.

SPRING TERM begins March 25, 1889, and
closes June 13, 1889.

EXAMINATIONS for the year begin June 10, 1889.

ANNUAL COMMENCEMENT, June 13, 1889.

It seems that Capt. Thomas is not the only Southern Illinois gentleman aspiring to a place in President Harrison's cabinet. Leading Republican newspapers of Illinois, Indiana and Missouri have begun to "boom" ex-State Treasurer Thos. S. Ridgway, of Shawneetown, for Postmaster General.—*Cairo Bulletin*.

No, must that be? We can't afford to lose such a trustee as Mr. Ridgway.

DURING the month another member has been added to the faculty in the person of Miss Mary C. McAnally as assistant in grammar and arithmetic. Miss McAnally needs no introduction to the majority of our readers. Since her graduation from this institution in the long course, in 1878, she has taught continually with the best success, always with the best salary, and in the most desirable positions at command, and is eminently qualified for the position. She has entered upon her duties in a manner highly satisfactory to the officers and students.

GOVERNOR FIFER, in his inaugural address, devoted about one fourth of his time to the subject of education and

and the public schools. Among many other good things he says:

"In this connection I would suggest the propriety of law requiring a more thorough preparation and a higher standard of excellence on the part of those who expect to become teachers. * * * School sites may be purchased and school houses erected, all the modern improvements and appliances, aids to the latest and best methods of teaching may be purchased at the public expense until the present large expenditure is doubled, yet it will be money worse than wasted, for it will not only be a loss of money but of opportunity also, unless those who teach are thoroughly qualified to do so by special training and preparation. I would mention our normal schools. The two institutions established and supported by the State have already accomplished great good. They have sent forth a large army of trained teachers into every section of our State and, with their improved ideas and thorough training, are accomplishing much good, each in his own neighborhood."

MARION COUNTY STUDENTS.

It is with a degree of pride that I give this account of the students of Marion county to the readers of the NORMAL GAZETTE. The work of collecting the material for this sketch has been a pleasure to me, and I hope you may find as much pleasure in reading the result of my labors.

Marion county has always been noted for the interest her citizens take in educational matters. Besides having one of the best graded school systems in the State, she sends large numbers of young men and women beyond her boundaries to be more thoroughly educated than they can be in the high schools.

This year there are over one hundred and fifty of the young men and women of Marion county attending the various educational institutions in the United States. She is represented at Harvard, Princeton and Providence in the East, and almost every college and university of any importance in the Mississippi valley shelters one or more of her representatives. The Southern Illinois Normal receives the greatest share of these students, fully one-fourth of the entire number coming here. This number has increased from one, in 1874 to forty, the spring term of 1887.

These students have always been distinguished for their gentlemanly and ladylike deportment, their general cheerfulness and good humor and for the zeal with which they pursued their studies. As to their ability as students and literary workers, one has only to examine the record of the University and of the two literary societies.

Sarah E. Morrow, of Salem, had the honor to be the first student from Marion county, to enter the Normal. Miss Morrow entered the fall term of 1874, and closed her connection with the school in the spring of 1874. She then taught in Marion county for some time and then moved to Randolph county, residing at Sparta.

The year 1875 saw four new students from Marion, and 1876 added five more to the list. Eight entered with 1877, of this eight Charles E. Hull and Lauren L. Bruck graduated in 1880.

These young men distinguished themselves while here. Both were superior students and commanded the good will and respect of all with whom they were connected. Both became captains in the corps, Hull being senior captain and Bruck doing duty as adjutant. Hull further honored himself and his county by obtaining the salutary of his class. Mr. Bruck is now the very successful principal of the schools at Arrowsmith, while Mr. Hull in connection with his father is conducting a very successful business at Salem, and is winning a name as a business man.

Only five from Marion county en-

tered in 1878. Of the number two, Thomas and Oscar Marshall, graduated in 1881. Both were young men of ability and energy, and, from the first, secured the good will of their teachers and fellow-students, by their gentlemanly conduct and pleasing manners. On their graduation, Thomas was honored with the valedictory. Since then both have been proving the worth of the instruction they received here. Thomas is now the assistant cashier of the Salem National bank and is acknowledged by all to be one of the best business men in Illinois. Oscar is an electrician and is in the employ of a western company, having his office at Willis, Kan.

In 1879 the already large attendance at the Normal was increased by the entrance of twelve new students from Marion county. In 1880 seven more entered. No one has graduated from this number as yet, but all have proved themselves excellent students. J. M. Parkinson, a senior of this year, was among the number that entered in 1880. John has proved himself a good student and a thorough gentleman. An orator of the first water, he has always upheld the fame of his society and of himself. Should he receive a class honor this year, it would be a deserved tribute to his ability and faithfulness as a student.

Two only from Marion county entered in 1881, but both have since graduated. F. M. Alexander graduated in 1883 and Maggie Wham graduated in 1888. Mr. Alexander besides being an apt student, was noted for the excellency of his essays, and his ability as a poet. His poems on the burning and rebuilding of the Normal are familiar to all. After his graduation here, Mr. Alexander attended a theological school and is now pastor of the Presbyterian church at Murphysboro.

Miss Wham was an excellent student, and was respected and honored by all her schoolmates. She is now engaged in the teacher's profession and is meeting with unbounded success.

With the advent of 1882 the tide of students again poured into the Southern Normal. This year thirteen new students came down from Marion county, and among them were four who have since graduated. These, like their predecessors, were marked by their earnestness as students, their cheerfulness and their gentlemanly and ladylike deportment.

C. W. Treat was the first of these to graduate (1885), and was honored with the valedictory of his class. Being of a mathematical turn of mind Mr. Treat, after a couple of years as a teacher, again became a student, entering De Pauw University, at Greencastle, Ind. But through the three years that have passed he has not forgotten his first Alma Mater, and we have evidence of his originality and power in his poem, "Influence," published in the last issue of the GAZETTE.

Messrs. Stormont and Fulton graduated in 1886. Both of these young men showed the usual characteristics of the energetic Marion county student. Mr. Stormont, by winning the valedictory, added another gem to the crown of honors his county has received from the University. He has been appropriately styled "our philosopher." Since his graduation he has taught in the public schools of Anna and Chester, and is meeting with deserved success.

Mr. Fulton since graduating has taught in the schools of "Upper Egypt," and is spoken of as a rising and popular educator.

The fourth one of the quartette of graduates is Mary A. Hill, who completed the course in 1887. Miss Hill had the pleasure to be a member of the first class to go out from the new building. Since her departure from school she has been engaged as teacher near her own home and is meeting with the success that usually attends the graduates of the Southern Normal.

With 1888 came nine more students from Marion county. One of these, E. G. McMackin, has since graduated, being a member of the class of 1887. Since his departure from the school, Ed. has been successfully employed as teacher. After the close of the present school year he will go to Iowa, where he has a position with a drug firm.

Six from Marion county entered in 1884, two of whom have won prominence in the school—J. T. Galbraith, the editor of the GAZETTE and librarian of the University, and C. B. Root, the funny man. Mr. Root is especially remembered as having rendered the prize poetic medley at the inter-society contest last spring term.

In 1885 the number of new students from Marion was sixteen, and 1886 saw a new delegation of twenty-five. Among this number was Steuben D. Wham, who took the entire course of study in one year, graduating in 1887. Since his graduation Mr. Wham has wielded the birch at Shobonier and has proved himself a most excellent instructor.

The banner year for the Marion county students was 1887, when twenty-five new ones entered the school. The spring term of 1887 saw forty, old and new, gathered within the walls of the new Normal building.

In 1888 the University welcomed eighteen more to its advantages and influences. All these have proved themselves good students and are making rapid and healthy progress. Quite a number of them intend to graduate, and I have no doubt that the lustre of their county's reputation will be increased by the glory of their achievements.

This term there are twenty-seven in attendance here, and it is expected that the spring term will see a larger number than has ever been here in any one term before.

Thus we find that 156 students have entered from Marion county, twelve of whom have graduated and are filling responsible positions throughout the country. Of the twelve who have graduated four received class honors, one salutatory and three valedictories.

Marion county is proud of her representatives at the S. I. N. U., and I feel assured that in the coming years she will increase the number of her delegation, and not a few of them will add precious gems to the already brilliant coronet of her fame and reputation.

Very respectfully,

PRESS. P. GOODNOW.

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CARBONDALE, ILL.

University Gossings.

Prof. French has a class in taxidermy.

Robert Peebles and sister Lizzie were visited by their mother on the 8th inst.

Prof. Jerome will likely take a trip to Europe during the summer vacation.

Hattie Jenkins spent the first Saturday and Sunday of the month at her home in Elkville.

Ed. Entzsminger left on the 24th of January for Louisville, Ky., where he will attend a dental school.

The pleasant face of Rev. C. Nash has been seen within our walls frequently during last month.

Rev. William Ross, of Alma, and daughter Hattie, an old student, visit the University on the 8th instant.

The museum has lately received the addition of some Hot Springs crystals, the donor being Mr. A. H. Little.

Dr. Allyn gave a lecture before the Fayette county teachers' association at Vandalia the latter party of last month.

Prof. Hull has received sixteen volumes of the Chicago school report which he donates to the University library.

Rev. F. M. Alexander, of Murphysboro, and Rev. F. F. Stoltz, of this city, were among the visitors the first of the month.

Henry G. Glare, of Centralia, looked in on his Normal friends the first of the month. He is now in a photograph gallery in that place.

Prof. Parkinson has organized a class in analytical chemistry, which recites at general exercise hour each day. Two of the faculty have joined the class.

Capt. James Creed, of Walnut Hill, father of five Normal students, of years gone by, and father-in-law of two more, was a welcome visitor on the 4th inst.

A letter comes from Dakota inquiring about the University, with a request for a catalogue and information. This is the result of favorable reports of the S. I. N. U.

Mrs. Louise Rounds, of Chicago, State President of the Woman's Christian Temperance Union, visited the University on the 4th. She was accompanied by Mrs. J. C. Salter of this city.

J. J. Ledbetter, of Elizabethtown, was called home on Sunday, February 10th, by a telegram announcing the sudden death of his mother. He has the sincere sympathy of the school in his great affliction.

The Caesar class, during the coming term will construct a model of Caesar's bridge, which he constructed across the Rhine, from which will be made a rustic bridge to be placed across the narrows of Lake Ridgway.

An inventory of the library books the first of the month resulted in the aggregate of 8,520 volumes, and 2,240 pamphlets and magazines. New books are being received daily, and the library receives regularly 56 periodicals.

The members of the Y. M. & Y. W. C. A. enjoyed a very pleasant evening at the residence of Prof. Parkinson on Saturday evening January 21st. Quite a number of the faculty were present and added greatly to the pleasure making.

The Socratic society has passed an amendment to the society constitution, which is worthy of commendation. It provides for a committee, to be appointed by the president, for the pur-

pose of visiting and ministering to the sick.

The teacher at the school house on the hill, J. K. Morton, has not, thus far, had to resort to the rod as a mode of punishment. Mr. Morton is a gentleman in every respect, also a good teacher, and above all, he has the good will of his scholars, and is giving good satisfaction. We predict for Mr. Morton another school in this school district.—[*Bingham Agriculturist*].

The inter-society concert which will take place on February 22 at the Opera House will, without doubt, surpass anything that has ever been given in the way of an entertainment in Carbondale. It is to be given by a chorus of forty selected singers from the societies, under the leadership of Prof. Ingles, who will sing the beautiful music of "Ye Olden Time," and appear in the costume of the revolutionary age. No one can afford to miss this entertainment.

The committees of the Illinois legislature, upon which old Normal boys, members of this district have been appointed, are as follows: D. W. Karaker, of Union—judiciary, revenue, corporations, roads and bridges, agriculture and horticulture, public buildings, county and township organizations and rules; Reed Green of Alexander—judicial department, roads and bridges, corporations and libraries; J. B. Gill, of Jackson—mines and mining, agriculture, manufacturers. State and municipal indebtedness. By the way they are all Democrats.

We clip the following from the *Free Press* Normal notes of Jan. 26: "Dr. Allyn, while in Chicago last week, took occasion to visit Col. Parker's Cook County Normal school. Col. Parker told the Doctor that the Cook County Normal contained more pretty girls than any school in the nation. Dr. Allyn says that the Colonel would change his opinion could he see the girls in our Normal. Yes, he would, and we can prove it by Trustee Ridgway. If Col. Parker has so many lovely girls, why is it that there are but seven young men in his school? Come Colonel, that won't wash."

The general exercise hour on Monday, February 11, was devoted to a memorial exercise for John A. Logan, citizen, soldier, statesman. Prof. Ingles was in charge while Louise Youngblood presided at the piano. The program was introduced by a song, America, which was followed by a paper on Logan's war record by P. P. Goodnow, which was a brilliant tribute to the soldier. C. V. McReynolds followed with an excellent review of Logan's political life. William Wallis then delivered an oration, "John A. Logan," which was a masterly effort. Miss Lois Allyn read an essay, "John A. Logan," which was very highly appreciated. At the close of the program Dr. Allyn gave a short interesting talk on Logan's social life, after which the "Battle Hymn of the Republic" was sung. This was a very pleasant and profitable exercise and one much enjoyed by the students.

SALINE COUNTY'S STUDENTS.

Joe Capel and John Owen are in St. Louis studying stenography.

Albert Davis is teaching a very successful school at Cottage Grove.

B. P. Weaver is teaching at the Cain school house this winter and reports success.

Thomas Oliver is clerking in a clothing store at Fairfield and seems to be well pleased.

J. B. Reynolds has just finished a

successful school in Missouri and is now at his home in Hartford.

Miss E. E. Barter is teaching a very successful school in Williamson county with an enrollment of about 70.

Miss Ada Jones is spending the winter very pleasantly at her home in West End and expects to return to the Normal in the spring.

S. T. Robinson is teaching a successful school at Pleasant Valley this season. He expects to return to the Normal in the spring.

Stephen Golden is spending the winter very pleasantly on his farm near Harrisburg. He has taken to himself a mate with whom he expects to sail on life's rough sea. He will probably not be in school soon.

Heretofore Saline county has scarcely been represented in the S. I. N. U. I understand we have five or six this season. The county superintendent, teachers and people have begun to see the good that is coming from it, and next season we intend to have four or five times that number.

C. A. TAYLOR.

'THE VISIT OF THE MASON'S.'

The Masonic School of Instruction which was held in this city on the 5th, 6th and 7th was an occasion of pleasure and profit, there being about two hundred and twenty-five delegates in attendance, representing forty-three lodges. The following clipping from the *Free Press* will give an idea of the success of the work:

"The school was presided over by Brethren W. B. Grimes of Pittsfield, and Eugene L. Stoker, of Centralia, Grand Examiners, assisted by a number of Deputy Grand Lectures. Most Worshipful Grand Master John C. Smith, Right Worshipful Senior Grand Warden Monroe C. Crawford and Right Worshipful Junior Grand Warden Leroy A. Goddard were present. Among the visitors were a number of other noted Masons, among whom were Douglass, of Chester, and Barclay, of Cairo. Taken as a body, the school was composed of the very best representative men Southern Illinois can produce.

In addition to thorough and full lectures and exemplification of the three degrees, work was done in each degree, Mr. William T. Wykes, Jr., of this city furnishing the candidate. All the work was done in a perfect manner. The Grand Examiners are deserving of the praise and thanks of the entire craft. The result will be that all the lodges will be greatly improved in their work and business."

On the last day of the school the University was honored by a visit of the Masonic brethren in a body. Dr. Allyn, after a few words in explanation of our institution and the work of the departments, introduced Ex-Lient Governor Gen. John C. Smith, Grand Master who favored the students with an excellent talk, which they highly appreciated. Grand Examiner Eugene L. Stoker, of Centralia, was then introduced, and owing to limited time made a short but pointed talk. The Masons then took a round of the building, escorted by Trustee E. J. Ingorsoll visiting the class rooms, library, laboratory and museum, and left with a favorable opinion of the University, and expressing themselves as fast friends to the Normal and its object.

Quite a number of old students were among the visitors. The names of our esteemed visitors as far as we could ascertain them were as follows:

NAME	LODGE	NO.
A. R. Anderson	St. Clair	24
S. S. Anderson	Centralia	25
S. A. Douglas	"	72
James Douglass	"	72
E. M. Cover	Mitchell	85
B. L. Johnson	"	85
J. D. Street	"	85
L. A. Goldard	Fellowship	88
W. S. Dunaway	"	89
John W. Keefer	"	89
S. S. Miller	"	89
L. L. Benson	"	89
M. W. Robertson	"	89
A. J. Benson	"	89
A. M. Dowell	"	89
O. S. Tippy	"	89

NAME LODGE NO.

J. C. Willis Metropolis 91

Morris Hollingshead 91

Ike Beer 111

Eugene L. Stoker Jonesboro 122

W. C. Burnett Raleigh 130

G. Williams Marion 130

W. W. Morrow 130

C. P. MacMakin 130

H. T. Part 130

J. S. Chance 130

J. W. Larimer 130

S. J. Palmer Polk Vienna 150

A. J. Jackson 150

M. T. Vanclue 150

George B. Gillespie 150

J. S. Frizzell 150

J. C. Chapman 150

Net Sprout Hope 165

D. B. Robertson Centralia 201

W. I. Holcomb 201

Eugene L. Stoker " 201

J. W. Smith 205

G. T. Tammart 205

J. W. Werner Cairo 225

George P. O'Hara 235

P. W. Barclay 235

J. S. Smith Miners 235

B. G. Grimes Nitro 255

D. M. Kegdale DeSoto 257

L. Elston 257

Harold Greathouse 267

Thomas C. Taylor Gorville 267

M. C. Sulivan 269

J. B. McFarland Kincaid 284

J. W. Roberts Makanda 284

John A. Wiley 284

H. E. Ferrell 284

John C. Crawford 284

The Societies.

ZETETIC SOCIETY.

"Learn to Labor and to Wait."

Miss Sadie Foster spent Saturday and Sunday at home, the first of the month.

Dr. S. T. Jacobi, of this city, listened to the Zetetic program on the 18th of last month.

D. W. Warren was missed from the Zetetic ranks for a time owing to a case of the mumps.

The officers of the society will be placed under the head of "School Directory" hereafter, where they more properly belong.

Misses Lena and Vina Duncan, Zetetics of '86-'7, were in the society hall again on the 18th of last month. They now reside in Marion.

Arthur Purdy is a Zetetic of days gone by, whom we are glad to welcome to the circle again. He is a good musician and is one of our trusty members.

Among old Zetetics whom we have been glad to welcome as visitors the past month was Mrs. Prof. Wooters, of DuQuoin. Mrs. Wooters will be remembered as Miss Laura Magness, of Salem.

Mr. R. E. Tyner delivered an oration on the 2d inst. which was unusually striking for depth of thought; and he rendered it in a characteristic manner which was well received by the audience.

Mr. S. E. North was with the society again on the 2d inst. He is at present chief clerk at the S. E. North clothing house, but will enter the school next year with the expectation of finishing the course.

Among our new members who deserve special mention for the manner in which they have taken up the society work are: Misses Lucy Proctor, Flora Barton, Anna Bennett, Grace Brown and May Zetsche.

W. M. Tanquary was an excellent critic; and his criticisms were always characteristic chips from his block of genius. The manner in which he criticised the failures on program was especially commendable.

A. E. Pike, a staunch Zetetic of last year, is installed as first assistant in the Ava schools, this county. Teaching must agree with Mr. Pike, as he says he is larger than ever and he was not very little when in school.

As a debater, J. B. Jackson is hard to beat, especially if he is on the negative. He has the faculty of making his opponents' points vanish with a rapidity astonishing, and manages to make several points for himself.

Lizzie Lawrence left on the 4th inst. to take charge of the Ullin schools. The Ullin people will find in Miss Lawrence an excellent teacher and a most estimable lady. We are sorry to lose her, even for a short time, from the Zetetic ranks.

Mr. William Wallis received a well deserved compliment by being chosen by the school as orator for the Logan memorial day, which was observed on the 11th instant. Mr. Wallis is not excelled in the school as a student and society worker.

The leaders appointed by the president for this school term are: Anna Salter, W. M. Tanquary and J. T. Ellis. The effect of their wise supervision is readily seen in the strikingly interesting programs for which the Zetetics are especially noted.

D. W. Warren is looking after the Zetetic dues, fees and fines in a manner

which is commendable. He does not stop with collecting the dues of the present term, but is reaching back to students who have left the S. I. N. U. and collecting all claims of the society.

D. W. Lindsay, of last year's class, and a staunch Zetetic, is having the best of success as principal of the Greenville, Ill., schools. The enrollment in his schools for January was 467, who are in charge of twelve teachers, three of whom are S. I. N. U. students.

William A. Reef is again in Carbondale for a short time. Since the holidays his health has been so bad that he was compelled to give up his school at Tunnel Hill, and take time to regain his strength. He is reading, and studying short-hand with Prof. Melton's classes.

The choice of Miss Lois Allyo as essayist for the Logan memorial day indicates without doubt the rank she takes in the estimation of the Normal students as an essayist. Miss Allyo has written and delivered many essays before the society and school, and always in a manner highly creditable.

One of the best extemporaneous speeches that has been given in the Zetetic hall for a long time was an impromptu review of Robert Elsmere by Mr. J. T. Ellis, not long ago. Mr. Ellis happened to be full of the subject and handled it in a way to please and instruct. He has the happy faculty of using the most appropriate words with ease and elegance.

Kate E. Richards, in her school room in Delphos, Kan., does not forget her old Zetetic friends. We are glad to know that she enjoys teaching much better than she thought she would. She attended the State Teachers' Association at Topeka during the holidays and says she thinks of attending the National Association next summer, where she hopes to see some of her old Normal friends.

R. E. Tyner is missed quite often from our society meetings but on inquiry we find that he is always away in the interest of the Sons of Veterans. Mr. Tyner has the reputation of being one of the best informed men in the order. Last year he occupied a position on the staff of Commander-in-Chief Abbott, with the rank of Lieut. Colonel. He now holds a rank on the staff of the division commander.

One of the best presented tableau we have ever seen was the "Death of Minnehaha," given to the society on the 2d. The snow tipped forest, the wigwam,

"old Nokomis slowly
Rocking to and fro and moaning,
lovely Miunehaha

Lying dead and cold before him," the tall lithe form of Hiawatha, with an expression of utter despair and anguish, made it a scene most vivid. It was a grand success. Miss Theo. M. Sprague personated Nokomis, Miunehaha was well represented by Miss Grace L. Burkett, while Mr. W. O. Bryden took the character of Hiawatha.

"The Zetetic society is taking a boom." Yes, and we are glad to see it. We count among our members some of the best society workers to be found in the Nation, and many of our members possess rare ability and attainments. Our programs, without exception, are first-class, strictly elevating in character, and always highly entertaining. For a short time the Zetetic wheels seemed to clog, and some of our members became almost disengaged; but the old, faithful Zetetics put their shoulders to the wheels, and the effect is that the society was never in better running order than at present. "Learn to labor and to wait."

SOCRATIC SOCIETY.

Nulla Vera Felicitas Sine Sapientia.

The misses Eunice and Alice Barlow visited the society one evening this term.

Miss Rosa Starzinger, who has been sick for some weeks will be in school again soon.

Miss Clara Sampson, of Jonesboro, a Socratic of several years ago, was in our midst January 20.

Robert Hiller and W. P. Cochran, two Socratics of a year ago, were in Carbondale, Saturday the 2d instant.

Mr. Geo. Wyke has succeeded his father as manager of the City Bank. He says he is delighted with the business. We wish him success.

The musical part of the society has received quite an addition by the entrance of Miss Maude Blanchard and the Misses Cochran as members of the society.

Mr. R. Short, who was compelled to go home on account of sickness at the first of the term, is now fully recovered, and will soon go north to accept a position in a store.

Miss Anna Fitzgerald, a student and Socratic in 1877-8, who now resides at Denton, Texas, will return to Illinois this coming summer. Miss Fitzgerald will enter school again next fall.

Miss Esther Skehan, a student of four years ago, is with us again. During the past year, she has broadened the scope of her knowledge by an extended tour through California and other parts of the great west.

Mr. Ed. Toothacker, a former student, has just recovered from a very severe illness, at his home in Sandoval. Ed. is the very efficient secretary of the Sandoval Coal and Mining Co., and is rapidly winning distinction as a mine operator.

Miss Lizzie Parks is an active member this term, and has taken up the work with the vigor that always characterizes the progressive Socratic after a term's rest. Lizzie is one of our best and most talented workers, and, in the estimation of many members, should be our next president.

Two of our members, Messrs. Hinchcliff and Van Cleve are members of the Masonic fraternity. We understand that Mr. Hinchcliff is a very important officer in the order, and Mr. Van Cleve expects to be some time. Both attended the school of instruction while it was in session.

Will. Williams of Salem, an old Socratic and a rising young Mason, spent the 5th, 6th and 7th in Carbondale, attending the Masonic School of Instruction. Will. piloted the Marion county delegation through the Normal building on the 5th, and we saw his smiling face among the Masonic pupils when they visited the school on the 7th.

Fritz Meyer, one of our own boys, had his eye injured quite severely in a snow ball fight of a couple of weeks ago, and went home expecting to lose it, but we learned the other day that the eye is slowly but surely returning to its normal condition. Mr. Meyer expects to be back in school in a couple of weeks as his eye will be sufficiently recovered by that time.

The contest between the ladies and gentlemen of the Socratic society, which was to have occurred Friday the 15th, has been postponed until some future time, on account of the Inter-Society concert. Much interest has been manifested by the members and many are the conjectures as to who will come out victorious. Of course the sterner sex have always

considered themselves invincible, but just now they are very guarded in their boasting.

George Seurlock will finish from Brown's Commercial College at Jacksonville, about February 15th, and is expected home in a short time thereafter. George deserves much credit, as he has borne all his own expenses while at college, and has earned the prize for business penmanship. He will make a splendid business man and we understand a position is awaiting him in St. Louis, as soon as he desires to fill it.

Prof. Melton and wife, of the Carbondale Short-hand Institute, have entered the Normal as students this term, and being desirous of literary advancement have joined the Socratic society. Both are earnest workers and the Socratics are fortunate in securing them as members. The Professor has been appointed chaplain in the place of Mr. Kinney, resigned. If all the members would take up the work with as much zeal as Prof. Melton and lady our success as a society would be assured.

Owing to the pressure of work the regular Socratic scribe was unable to prepare the notes from this society, so at the last minute the work had to be put into the hands of another. The above notes are the result of the hurried work of a couple of hours and are sent to the press almost without a second reading. The scribe pro tem hopes that they will meet with the approval of his society, although they are crude and incomplete, and promises that the regular reporter will have a full and exhaustive report next time.

There are many of our members who manifest a decided interest in the welfare of the society; while others seem to care but little and consequently use little discretion in the application of their powers. The effect produced by such indiscretion is never the best and almost always works detriment to the reputation and prosperity of the society. We would urge every one to give especial attention and study to these matters and thus preserve a pure tone to all our varied performances. When selecting anything for delivery always take into consideration what the moral effect of the selection will be upon your hearers. It is always best to look before you leap.

Mr. Frank H. Colyer is proving himself the best critic the Socratics ever had. Believing that criticism consists in more than finding adjectives with which to praise every selection on the program, Mr. Colyer has not been backward in pointing out all faults and errors that come under his observation. He has started a reform by the severity of some of his criticisms and the absence of a certain class of productions is plainly perceptible. While Mr. Colyer criticises severely, any faulty performer, yet the performer always feels that he had but received the kindly advice of a true friend to his advancement and improvement expressed in the kindest possible manner. It is only to be regretted that Mr. Colyer can not succeed himself as critic.

The visiting committee of the Socratic society has not had very much to do this term, as sickness among the students has not been very great. Indeed it is remarkable, considering the kind of weather we have been having this term, that more have not been ill. Sudden changes are usually productive of much sickness, but the students seem to have acquired the art of keeping well, and for this reason the committee has been idle. Should any one become sick, who is a member of the Socratic society, or who is a member of neither society, the committee would deem it a favor if the friends of the afflicted one would let them know, as they hold themselves in readiness to render every assistance in the name of the Socratic society. Mr. Dwight Kimsey is chairman of the committee and a word to him will secure prompt assistance.

Educational Clippings.

The State normal school building at Lockhaven, Penn., was totally destroyed by fire last month.

The largest university in Europe is said to be Rudel-Albrecht, at Vienna, having 5,000 students and 285 professors.

Alexander T. McGill, professor of theology at Princeton, died on the 13th of January at Jersey City, N. J., in his eighty-second year.

In the United States the Episcopalians have 12 colleges; the Methodists 52; the Baptists 46; the Presbyterians 41; the Congregationalists 26.

The Commissioner of Education reports the daily attendance in the schools of the United States for the year 1888 to be 8,000,000.

The school board of Louisville, Ky., has decided by a vote of 15 to 9 to discontinue the teaching of German in the public school after the close of the present year.

Hon. S. M. Etter, formerly State Superintendent of Public Instruction of Illinois, died at Joliet last month, aged sixty. He was for years superintendent of public schools in Bloomington.

The number of primary schools reported in Hungary is 16,417; attendance upon the same, 1,836,459 pupils, and the cost of maintenance, \$5,110,523. The attendance was equivalent to 79 per cent. of the children subject to the compulsory law.

The following named counties in Illinois have lady superintendents of public schools: Alexander, Mrs. P. A. Taylor; DeWitt, Miss Mary S. Welch; Douglas, Miss Nora A. Smith; Greene, Miss Laura Hazel; Peoria, Mrs. Mary W. Emery; Pulaski, Mrs. H. M. Smith; Putnam, Miss S. May Campbell.

Jacob Tome, a native of Fort Deposit, Md., but for years a resident of Washington, D. C., has given \$500,000 for the erection at the former place of a non-sectarian seminary, in which the industrial training of children will be made a feature. He intends to give the institution an endowment of \$2,000,000.

A recent careful study of methods at Cornell University shows that there is no diminution of effort because of the presence of women in the lecture and class rooms. On the contrary, the women are an incentive to the young men, and the influence of the two sexes in their work is found to be wholesome and helpful.—*Boston Herald*.

Dr. Nicholas Murray Butler, says the *Journal of Education*, deserves the success that has come to the interests he champions in the raising of the first hundred thousand dollars for the endowment of a million dollars for the "New York College for the Training of Teachers," recently chartered by the State Board of Regents. Dr. Butler is the president, and the \$100,000 has been given by such men and women as George W. Vanderbilt, John D. Rockefeller, Col. Oliver H. Payne, Mrs. Wm. E. Dodge, W. E. Dodge, Jr., Hamilton McTwombly, Horace Russell, Wm. Landon Bull, Spencer Trask, and J. Pierrepont Morgan. The school will open next autumn, and the first examination for admission will be held on June 18. This is to be a distinctively professional school for the training of teachers, and will take rank with the highest schools of law, medicine and theology. It will in no sense attempt to do the work of the normal schools, but will supplement the work of the schools and colleges.



—THE—

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IS A STATE SCHOOL,

REGULARLY chartered by the General Assembly, and supported by the State treasury. It is specifically authorized and empowered to instruct in all the common and higher branches of knowledge, and is required to do this with the purpose of preparing young men and young women to be teachers in the public schools of the nation.

IT HAS SEVEN DEPARTMENTS

And fifteen Teachers, Professors and Lecturers, who use the best methods of instruction, and the newest and best books and apparatus.

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TUITION IS FREE

To all who give their word of honor to teach in the Public Schools of Illinois. A small fee for incidental expenses is charged. When a person does not wish to teach the tuition is, in the Fall term \$9, \$6 and \$4; in the Winter and Spring terms, each, \$6, \$4 and \$3. Incidentals, \$3 and \$2.

TERMS BEGIN AS FOLLOWS: Fall term, second Monday in September; Winter term, last Monday in December or first Monday in January; Spring term, third or fourth Monday in March. Commencement, second or third Thursday in June.

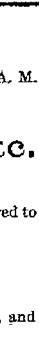
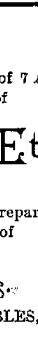
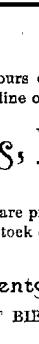
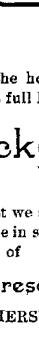
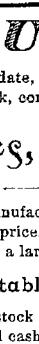
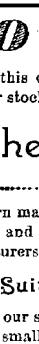
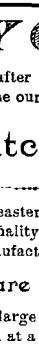
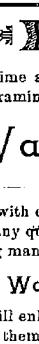
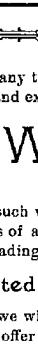
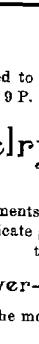
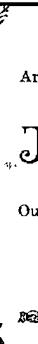
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OUR DEAD.

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Let us keep their memory sacredly—they once solved these problems, sung these songs, braved these difficulties, their steps echoed in these halls, their voices were heard in these societies.

Many of us remember Ida McCreevy the first of our number to leave us. She died October 10, 1881, two years after graduation. A faithful Christian, a successful teacher, a worthy friend.

John C. Hawthorn, class of '76, lawyer, studied law in Sparta. Died away from home, November 15, 1886, on a couch of a railway train near Fort Worth, Texas. Being so early in the Normal but few of us knew him, yet his friends mourn.

May B. Duff, class of '84; like a beautiful song was her life, its sweet influence shall sooth many a weary moment for us who knew her. Such lives make us better and happier; such deaths make Paradise a place of reality. Think of the glory of Heaven reflected from that bright face to-day. May we, too, have many sheaves of golden grain to present to the Master. May began a school in September, taught about three weeks, and died November 11, 1884.

Fannie Aikman, class of '84, the picture of health, perfectly amiable at all times, whom did she ever offend? She often helped and never hindered a good cause. An affectionate friend, abiding and true. The roses paled and faded on her cheek in one short year. She became the wife of Mr. Kimmel soon after graduating. She died April 18, 1887.

Do you remember the bright blue of Carrie Ridener's eyes shining with thought? The ever abounding kindness in her heart. The one yearning thought about her is, "Did she accept Christ?" She graduated in 1884, taught successfully, was married to Mr. Mount, died in 1888.

Maud Thomas, class of '84. So lately Maud left us that we are not yet accustomed to the loss. Faithful hearted, accomplished and studious; a good friend and pleasant companion, we shall miss her. Taught each year since graduating. She died in August, 1888.

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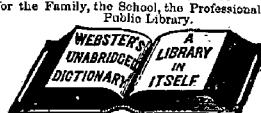
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